

DISCUSSION / VIEWER GUIDE



“**VAPE**” is a truthful discussion about the use of E-cigarettes **especially in the youth community** so parents, educators and juveniles understand the spectrum of health issues and dangers associated with these products. Because the number of youth users is rising dramatically, the program helps explain the product and its various uses including for **nicotine and cannabis consumption**. Communities, parents, and – most importantly – teen peers will learn the current facts around this kind of ingestion.

This Viewer Guide is funded by the
New Mexico Department of Health, Family Health Bureau

Additional Underwriters for the project include:

The City of Albuquerque/Family and Community Services Department, SafeTeen New Mexico, NM Department of Health Tobacco Use Prevention and Control Program, UNM Campus Office of Substance Abuse & Prevention, New Mexico Heart Institute, New Mexico Public Education Department, State Farm Insurance, Cooperative Educational Services, NM School Boards Association and the NM Pediatric Society.

Thank you for your interest in the “**VAPE**” Discussion/Viewing Guide. We are excited to present this program to ignite discussion among youth, parents and community leaders. We want to empower and support young people to discover how to make healthy decisions in a variety of situations. We also want parents, educators and youth to fully understand the dangers associated with vaping. It’s also key to know that research regarding vaping has only been around for a few years and so, many dangers that may exist are not yet known.

Enclosed are some ideas for discussion and activities for students and adults. Feel free to alter any of these suggestions for a better fit with your particular group. This is intended as a guide and starting point.

You may find it helpful to visit these websites along with the list at the end of this guide:

www.ChristopherProductions.org
www.SafeTeen.net

for further information on this and other issues of concern for young people including dangers of illegal use of prescription drugs, marijuana, alcohol and drug issues, date violence, bullying, mental health and distracted driving.

RESPONSE REQUESTED:

We supply these materials to you free of charge, in the hope that they support your efforts in reaching students with enlivened discussions about difficult situations and adolescent curiosity, insecurity and empowerment.

We ask in return that you let us know how you are using these materials so we can track the number of participants and the lives affected. A response page can be found at the end of this guide.

On behalf of Christopher Productions and SafeTeen New Mexico we thank you for working with young people and helping youth make healthy decisions.

Sincerely,



Chris Schueler, President
Christopher Productions, LLC

Executive Director
SafeTeen New Mexico

C O N T E N T S

1.....	PROJECT OVERVIEW
2.....	GENERAL INFO
3.....	VIEWING SUGGESTIONS
4.....	PRIOR TO VIEWING
5.....	AFTER VIEWING
6-10.....	DISCUSSIONS / ACTIVITIES
6.....	Middle School Students
7/8.....	High School Students
9/10.....	Parent Groups
11.....	FACTS to DISCUSS
12.....	QUESTIONS to ASK
13.....	RESOURCES Videos
14.....	RESOURCES On Line
15.....	RESOURCES Articles
16.....	TAPE ORDER FORM
17.....	RESPONSE FORM

PROJECT OVERVIEW

According to the US Surgeon General and the Food and Drug Administration (FDA), vaping by U.S. teenagers has reached epidemic levels threatening to hook a whole new generation on nicotine. It's interesting to note that Altria, the company that makes cigarettes, this year purchased a major stake in Juul, the leading manufacturer of vape pens. Altria also bought a portion of a Canadian cannabis production facility. Tied with the fact that over half of New Mexico high school students have tried vaping and one third of U.S. middle and high school students reported using e-cigarettes with non nicotine substances, there is serious reason for concern.

“**VAPE**” is a truthful discussion about the use of E-cigarettes **especially in the youth community** so parents, educators and especially juveniles understand the spectrum of health issues and dangers associated with these products. Because the number of youth users is rising dramatically, the program will help explain the product and its various uses including for **nicotine and cannabis consumption**. Communities, parents, and – most importantly – teen peers will learn the current facts around this kind of ingestion.

Because teen peers are the most likely to have significant contact and knowledge about vaping, the primary target audience for this project are **teenagers** who may be considering trying vaping both for fun, as a way to cut down actual cigarette use or as a way to hide cannabis use. The secondary audience is **parents**, educators - including coaches and activities leaders, business leaders, faith communities and others who deal extensively with young people.

The project has involved teens extensively in the production process. As youth helped to create the program and the social marketing aspects of the campaign, they have learned for themselves the many dangers associated with vaping.

The project is centered on the creation of a 45 minute documentary which includes sections on the research around vaping dangers, the effects of vaping on our bodies and even flavors and how they contribute to the health issues around this form of smoking. There are also a series of short video projects and other marketing tools. In addition to information and research, we have included information about nicotine addiction, how it happens and the long term results. We hope this will help communities understand this issue and discover ways to discuss mental health/wellness in a thoughtful and helpful manner.

We encourage you to research this issue on your own for further information, especially about your community resources.

This show is meant to be a catalyst for discussion. The purpose is to encourage discourse so young people can discover, for themselves, how mental health and wellness can affect their lives and future. Young people should be encouraged to actively participate in exchanging ideas and researching related topics of interest.

GENERAL INFO

“This is a problem for everybody, but it's particularly a problem for kids because your brain is still developing up until about age 26 and by bathing it in nicotine in this kind of faux neurotransmitter, you're getting it all confused, so the way your brain develops is different. That's why the younger kids are when they start using tobacco, the more addicted they tend to get and the longer they smoke and the harder time they have quitting is because their brain has become more remodeled because of the nicotine.”

Dr. Stan Glantz

UCSF Center for Tobacco Control Research and Education

This project seeks to change the perception of the safety of vaping. It is designed to educate youth, families and communities issues regarding this topic so action can be taken at every level to help deter the use of vaping, especially at younger ages.

We have been extremely careful in our presentation to give facts and information and to explain as clearly as possible these facts in a forthright manner.

Please read the script and watch the program prior to sharing it with students. This will make discussion with your students easier and more effective.

THE SCRIPT IS AVAILABLE THROUGH

www.ChristopherProductions.org

Please download, read and have available prior to viewing program.

This guide includes discussion and activity ideas for involving students at various levels of development. **Further information and a complete list of additional resources are included at the end of this guide.** We hope this is just the beginning, and that together we can make an important difference in our communities and in the lives of our children.

V I E W I N G S U G G E S T I O N S

- **Provide additional information and instruction.**

The information and stories in “VAPE” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Discuss the content before watching the show.**

Many young people today are exposed regularly to situations in which they must make difficult decisions about their own behavior as well as that of their friends and peers. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective. Discuss the difference between a documentary (real people) and a fictional movie (created script) and how this is the former, not the latter.

- **Set ground rules prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in order to guarantee respect for those students wanting to see the show. Talk to students ahead of time and agree on appropriate behavior during the viewing. This should include **no talking or asking questions** until the show is concluded. You should also supply or **have available paper and pens or pencils** so that students can **jot down ideas and questions during the viewing for later discussion**.

- **Use “Discussion and Activities” for your grade level.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages, more age-specific suggestions are given on the following pages.

P R I O R T O V I E W I N G

Instructors: Please keep in mind that this guide contains discussion questions that may be sensitive in nature and may cause uncomfortable feelings and emotions to surface for some students due to personal experience or other reasons.

Have resource information readily accessible to students and discuss only those questions that you feel comfortable handling.

PRIOR TO SHOWING THE DOCUMENTARY:

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the discussion goal will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor or someone from your local Lung Association or hospital).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling

Go over the following with your group **prior to viewing**:

1. Explain this is about understanding the truth and facts about vaping.
2. Be certain all cell phones and pagers are turned off.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section.)
4. Explain the program is 45 minutes long (or just use a particular section of the program) and then a discussion about the program will follow.
5. Explain that the video was created with the help of teenagers and that all the **interviews and scenes are real**. If you haven't before, then explain the difference between a documentary (real stories and people) and a fictional film (written and "acted").
6. Explain that the program is serious and to respect everyone's personal feelings.

AFTER VIEWING

Because it is important to protect everyone during the discussion, ask the group **not to use any names**, and set ground rules that include not using anyone's name but REFERRING TO THE PEOPLE IN THE VIDEO each time. This will allow a more open discussion for everyone.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not about telling your own or others stories.**
- 3. Say that this will be a discussion about the facts regarding vaping and smoking.**
- 4. Follow some of the ideas for discussion in this guide or other information you may have already gathered as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

DISCUSSION

Middle School Students

It is important that young people are provided with tools to begin to make smart, healthy decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions, or lack thereof, will have consequences.

Discuss these questions and what the experts in the video thought about

- 1) How safe is vaping? (NOT safe. It is NOT water vapor)
- 2) What are the primary risks of vaping? (nicotine addiction, lungs, oral health)
- 3) What are the long term effects of vaping? (we don't know, lung issues)
- 4) How is nicotine bad for you? (brain development, addiction)

Discuss

Why do kids start vaping? (peer pressure, looks fun, flavors, mods)

How does nicotine addiction start (changes the brain, feels good)?

What kinds vaping devices are there (mods, pods, Juuls, etc)

Is vaping a good way to quit smoking? (depends, not usually)

REVIEW THE SHORT VIDEO “Teeth and E-Cigs”

Discuss: How does vaping affect your teeth and gums? And Why?

REVIEW SHORT VIDEO “Flavor Dangers” Discuss: What is in the liquid?

How do flavors that are added to vaping liquid affect your health?

ACTIVITIES

Middle School Students

- Have the students review one of the short videos:
Nicotine Addiction, Teeth and E-Cigs, Flavor Dangers OR Cannabis and Vaping
- Have the students select one fact about their video and create a poster about it with the theme “Don’t Vape Because.....”
- Have the students create jpg’s from their posters (take a picture on a cell phone) and post these on the school website or their own social media.

DISCUSSION

High School Students

It is important that young people are provided with tools to make smart and healthy decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

Initiate a discussion and then let the students direct its course. This will allow them to reach their own conclusions. However, ground rules will need to be set regarding respecting each other's opinions. Also, **don't allow discussion about their friends, people they know or personal stories**; have everyone just refer to the people in the video.

- Discuss what nicotine is and does to your body. (if necessary review the short video "Nicotine Addiction" from the film)
- Discuss why nicotine addiction is especially easy for youth. (brain development and how nicotine works in the body and brain)
- Discuss why teens vape. (cool, safe, peers, flavors, cloud games)
- Discuss the "business" of vaping...who owns the companies and why.
- Go over each of the reasons teens vape with facts from the film.
- Ask the students the following:
 - According to the show, what are the KNOWN dangers of vaping?
 - According to the show, how and why are flavors dangerous?
 - How are Juul's different from mods? (nicotine salt, all have nicotine)
 - Is vaping effective to stop smoking? (only 18%)
 - Is vaping effective to stop using nicotine? (somewhat, but dangers still exist with vaping AND many vape liquids have nicotine even when they say they don't)
 - What do we know about long term effects of vaping? (virtually nothing, it's only been around a few years)
 - What are the dangers of vaping cannabis? (level of THC, other drugs could be in the vape without you knowing)
 - If you're at a party, what can be in the vape device you may share?

A C T I V I T I E S

High School Students

CREATE:

Make a list of facts about vaping dangers based on the film.

Be sure to include the areas:

Vape Liquid Contents and Flavors,
Nicotine Addiction,
Cannabis and Vaping,
Vape Aerosol Dangers,
Second Hand Vape.

Divide the class into groups of 3 or 4 and have each group select one of the facts from the list they've all created. (Be sure all of the areas are covered).

Have the groups select one of the follow ways to illustrate their fact:

1. Create short (30 second) films about that fact and the reason it's important for teenagers especially.
2. Create a poster for printing that shows the fact.
3. Create a meme or jpg that illustrates the fact for on line use.

Create a marketing campaign around keeping your friends safe:

(Check out the materials already created by teens on the nmvape facebook page for ideas)

Coordinate with your school to put up posters, attach the videos to the school website and social media.

Coordinate a team of students to visit other classes to present a power point using the materials developed above. (Review Nex-Gen short video)

DISCUSSION

PARENTS

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. As with the students, say up front that you DO NOT want personal stories or names during the discussion and to ONLY REFER TO PEOPLE IN THE VIDEO.

DISCUSS:

What they have learned about the dangers of smoking over the past 20 years.

Before the film, what were your general impressions about the dangers of vaping verses the dangers of smoking?

What did you learn from the film about vaping that surprised you?

How media the media played a role in getting people to smoke and how the media ads are now playing a role in getting people to think vaping is safe OR a safer alternative to smoking.

REVIEW this short video from the film: **Second Hand Vape Smoke**

DISCUSS: If you vape, where should you vape to lessen the impact.

REVIEW this short video from the film: **Smoking Cessation**

DISCUSS: Is it better than gum/patches to stop smoking? (no)

REVIEW this short video from the film: **Cannabis and Vaping**

DISCUSS: Higher levels of THC (and nicotine) and how difficult it is to detect cannabis use with

DISCUSS:

Why it's especially important for teens NOT to start vaping. (brain development, nicotine addiction, flavor and liquid long term dangers.)

How can you initiate a discussion about this with your family / kids?

A C T I V I T I E S

PARENTS

- Pick a date and time to talk with your children about this program or a time to watch it with them. Use the Facts section of this guide to discuss how vaping can affect them.
- Meet with school officials and discuss showing the video in health classes or for a school assembly.
- Create an event for youth in your school that could highlight how to help people NOT START vaping and if they are nicotine addicted, how to stop.
- If it's possible, help your school create posters or flyers about the dangers of vaping.

Make an appointment to meet with your local legislator to discuss vaping and ways to keep youth from starting. (Review the “4 Things to Do” article – see RESOURCES Articles on the NMVape.info website.)

Review the articles posted on page 15 of this guide and share on social media.

F A C T S t o D I S C U S S

Food and Drug Administration Commissioner ... declared youth vaping an "epidemic."
USA Today, September 13, 2018

Among NM **high school students**, **over half** (52.3%) have used an electronic vapor product and over a quarter (26.4%) used an electronic vapor product in the past 30 days. Among **NM 8th grade students** in Bernalillo County, over 3 in 10 (35.9%) have used an electronic vapor product and almost 2 in 10 (17.1%) have used an electronic vapor product in the past 30 days.

Of **12th grade students** in Bernalillo County **over 6 in 10** (64.9%) have used an electronic vapor product.

NM Youth Risk and Resiliency Survey 2017

Nearly 9 % of students surveyed in 2016 said they used an e-cigarette device with marijuana. (1 in 11 US students)

Centers for Disease Control September 2018

Vaporizers have an easier time going unnoticed after and during the **consumption of cannabis**...In fact, there are portable, desktop and oil pen vaporizers for added stealth on the market now.

April 2018, High Times Magazine

E-cigarettes are by far the most popular tobacco product among teens: Nearly 12 percent of high school students and 3 percent of middle school students used the device in the past 30 days.

2017 National Youth Tobacco Survey

E-CIGARETTES INCREASE CARDIOVASCULAR RISK AS MUCH AS CIGARETTES.

July 2018, Science Daily Reports

"I have two teenagers that are now vape addicts. The first thing that the FDA needs to do is ban nicotine. These kids do not have a chance."

Jon Ahles,
Father

Q U E S T I O N S t o A S K

START BY SAYING: “I need your help on this. See what you come up with.” CONTINUE TO ASK “why?” and “why not?” and “can you explain that? ” after each answer.

- Is vaping considered “safer” than smoking and if so, why?
- Should teens be allowed to vape and if not, why?
- Why is this issue important, especially for youth?
- Is vaping really a problem in our (school, community, state)?
- Whose problem is it?
- Is it a teenage problem?
- Is it a parent problem?
- Is it a community problem?
- What are the dangers of vaping at a party? (not knowing what’s in it)
- Why should youth understand and discuss this? How?
- What role do parents play in helping kids in these situations?
- What role do teachers/mentors play in helping kids with this?
- Why is vaping popular with kids? How can we combat this?
- What are the dangers of vaping? (nicotine, lungs, etc.)
- Does vaping hurt others who don’t? In what way?
- How can we help each other stop vaping/smoking?

ADD YOUR OWN QUESTIONS BELOW:

RESOURCES Videos

VAPE Project Short Video List from Film (see website to order)

NICOTINE DELIVERY (Tobacco and Vaping) How it works.

EPIDEMIC Numbers of Youth Vapers Skyrockets
Addicting a Whole New Generation

NICOTINE AMOUNTS & LIQUID DANGERS
How much nicotine is in a vape, and what is in the liquid

NICOTINE ADDICTION
How nicotine works in the body

VAPE AEROSOL DANGERS
What is in it and why it's dangerous

SECOND HAND VAPE SMOKE DANGERS
According to the Surgeon General

LOWER CARCINOGENS BUT.....
Other dangers of the vape

TEETH and E-CIGS
Effects on your smile and your breath

FLAVOR DANGERS
Added flavors, added chemical dangers

MOD AND PODS
What they are, what they do

NEX-GEN PRESENTS
Students present the dangers

SMOKING CESSATION
Vaping decreases the chance of quitting

CANNABIS AND VAPING
High levels of THC

RESOURCES On Line

US Surgeon General “Know the Risks” <https://e-cigarettes.surgeongeneral.gov>

Facts about https://www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm

FDA tobacco products <https://www.fda.gov/TobaccoProducts/default.htm>

Stanford’s Tobacco Prevention Toolkit
<https://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>

Campaign for Tobacco-Free Kids Taking Down Tobacco
<https://www.takingdowntobacco.org>

CATCH My Breath – E-Cigarette Prevention Program for Schools
<https://catchinfo.org/modules/e-cigarettes/>

The National Academies of Sciences “Public Health Consequences” Report
<http://nationalacademies.org/hmd/reports/2018/public-health-consequences-of-e-cigarettes>

FOUR STEPS we can take to prevent teen vaping
<https://www.sfchronicle.com/opinion/openforum/article/4-steps-we-must-take-to-curb-the-exploitation-of-13689178.php>

The National Institute on Drug Abuse www.drugabuse.gov

Parenting Skills Website www.parentingteens.about.com

Life Skills Training, Institute for Prevention Research www.lifeskillstraining.com

Parenting Adolescents Wisely, Ohio University www.familyworksinc.com

SMART Moves Program, Boys & Girls Clubs of America www.bgca.org

SafeTeen New Mexico www.SafeTeen.net

Christopher Productions Social Issues Information www.ChristopherProductions.org

RESOURCES Articles

FDA declares vaping “epidemic”

<https://www.nbcnews.com/health/health-news/e-cigarette-use-epidemic-fda-chief-says-n908781>

Cannabis Use and E-cigs

<https://jamanetwork.com/journals/jamapediatrics/article-abstract/2702200>

Surgeon General warning

<https://www.npr.org/sections/health-shots/2018/12/18/677755266/surgeon-general-warns-youth-vaping-is-now-an-epidemic>

Altria purchases 35% of Juul

<https://www.usatoday.com/story/money/2018/12/20/altria-buys-stake-juul-deal-worth-12-8-billion/2373663002/>

Vaping is Big Tobacco’s Bait and Switch

<https://www.nytimes.com/2019/03/08/opinion/editorials/vaping-ecigarettes-nicotine-safe.html?smid=nytcore-ios-share>



christopher productions

VAPE

Order Form Please allow 3-4 weeks for delivery.

PLEASE PRINT CLEARLY OR TYPE

Name: _____

Address: _____

Phone: _____

E-mail: _____

Documentary 45 minutes, Shortened Version, Educational Segments

Number of DVD's X \$15 _____

PLEASE NOTE: YOU CAN ORDER AND DOWNLOAD THIS
VIDEO ON LINE AT
www.nmVape.info

TOTAL COST: _____

Note: To Keep Costs Down WE DO NOT ACCEPT PO'S or CREDIT CARDS
Your payment includes shipping costs (call 505-843-7231 for expedited service fees).
Send this form along with a **check or money order** for the total cost, to:

Christopher Productions, LLC
12301 Oakland Ave. NE
Albuquerque, New Mexico 87122

VAPE:

RESPONSE FORM:

Please take a moment to fill out the information below and then EMAIL to us as a word doc: Chris@ChristopherProductions.org

Thanks for letting us know how you're using the materials.

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Other comments about the materials and your discussion: